

One Hour and Thirty Minutes

SESSION V

PHASE ONE: VEHICLE IN MOTION

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Upon successfully completing this session, the participant will be able to:

- o Identify typical cues of Detection Phase One.
- o Describe the observed cues clearly and convincingly.


CONTENT SEGMENTS


LEARNING ACTIVITIES




A.	Overview: Tasks and Decision	o	Instructor-Led Presentations
B.	Initial Observations: Visual Cues of Impaired Operation (Automobiles)	o	Video Presentation
C.	Initial Observations: Visual Cues of Impaired Operation (Motorcycles)	o	Video Presentation
D.	Recognition and Description of Initial Cues	o	Instructor-Led Demonstrations
E.	Typical Reinforcing Cues of the Stopping Sequence	o	Participants' Presentations
F.	Recognition and Description of Initial and Reinforcing Cues		



Display V-O (Session Objectives)

Aids	Lesson Plan	Instructor Notes
<div data-bbox="230 283 302 352"></div> <div data-bbox="224 359 292 422"></div> <div data-bbox="191 443 354 474">90 Minutes</div> <div data-bbox="230 493 302 562"></div> <div data-bbox="191 583 354 615">5 Minutes</div> <div data-bbox="186 653 354 741"></div> <div data-bbox="191 793 354 825">Display V-1</div>	<div data-bbox="427 302 873 369">V PHASE ONE: VEHICLE IN MOTION</div> <div data-bbox="427 514 837 579">A. Overview: Tasks and Decision</div> <div data-bbox="464 653 951 1770"> <ol style="list-style-type: none"> 1. DWI Detection Phase One, Vehicle in Motion, consists of the initial observation of vehicular operation, the stop decision and the observation of the stop. <ol style="list-style-type: none"> a. The initial observation of vehicular operation begins when the officer first notices the vehicle and/or the driver. b. If the initial observation discloses vehicle maneuvers or human behaviors that may be associated with alcohol influence, the officer may develop an initial suspicion of DWI. 2. Based upon initial observation of the vehicle operation, the officer must decide whether there is reasonable suspicion to stop the vehicle. <ol style="list-style-type: none"> a. Alternatives to stopping the vehicle include: </div>	<div data-bbox="1000 898 1377 963">Point out block No. 1 on the slide.</div> <div data-bbox="1000 974 1409 1140">  Pose this question: "What are some of the kinds of things that might first draw your attention to a vehicle?" </div> <div data-bbox="1000 1178 1417 1455"> Examples: <ul style="list-style-type: none"> o moving traffic violation o equipment violation o registration sticker (expired) o other driving actions <ul style="list-style-type: none"> - drifting within lane - slower than normal speed o drinking in vehicle </div> <div data-bbox="1000 1493 1386 1558">Point out the decision on the slide.</div>


Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o delaying the stop/no stop decision, in order to continue observing the vehicle. o disregarding the vehicle. b. Whenever there is a valid reason to stop a vehicle, the officer should be alert to the possibility that the driver may be impaired by alcohol and/or other drugs. 3. Once the stop command has been communicated to the suspect driver, the officer must closely observe the driver's actions and vehicle maneuvers during the stopping sequence. <ul style="list-style-type: none"> a. Sometimes, significant evidence of alcohol influence comes to light during the stopping sequence. b. In some cases, the stopping sequence might produce the first suspicion of DWI. c. Drivers impaired by alcohol and/or other drugs may respond in unexpected and dangerous ways to the stop command. 	<p> Ask class to suggest circumstances under which it would be appropriate to delay the stop decision to continue to observe the vehicle.</p> <p>Emphasize that the officer may not have an explicit reason to suspect impairment at this time.</p> <p>Point out block No. 2 on the slide.</p> <p>Emphasize officer's need to be alert for own safety.</p>





Aids	Lesson Plan	Instructor Notes
<div data-bbox="232 283 300 352"></div> <div data-bbox="191 373 357 405">40 Minutes</div> <div data-bbox="186 443 354 531"></div> <div data-bbox="191 583 360 615">Display V-2</div>	<div data-bbox="428 302 941 405"> <p>B. Initial Observations: Visual Cues of Impaired Vehicle Operation</p> </div> <div data-bbox="462 443 946 1140"> <ol style="list-style-type: none"> 1. Drivers who are impaired by alcohol and/or other drugs exhibit common effects or signs of impairment. <ol style="list-style-type: none"> a. Slowed reactions. b. Increased risk taking (impaired judgment). c. Impaired vision. d. Poor coordination. 2. These common effects of alcohol on the driver's mental and physical faculties lead to predictable driving violations and vehicle operating characteristics. </div>	<div data-bbox="1000 443 1435 861"> <p>The following video segments were produced to show a variety of traffic stop situations being performed by different law enforcement agencies. The goal of this video is to depict the cues associated with impaired driving. Trainees should be guided by their own agency's policy regarding traffic stops, officer safety tactics, and professional conduct.</p> </div> <div data-bbox="1000 932 1417 1071"> <p>NOTE: The national Drug Recognition Expert (DRE) program has increased awareness of the DWI-drug problem.</p> </div> <div data-bbox="1000 1108 1425 1350"> <p> Use the following types of questions to involve the participants in a discussion of driving violations/characteristics associated with alcohol influence (all vehicles):</p> </div> <div data-bbox="1000 1388 1425 1770"> <ul style="list-style-type: none"> o What violations may result from slowed reactions? o What violations might result from impaired judgment? o What violations might result from impaired vision? o What violations might result from poor coordination? </div>


Aids	Lesson Plan	Instructor Notes
<div data-bbox="191 1150 354 1234" data-label="Image"> </div> <div data-bbox="191 1283 360 1318" data-label="Caption"> <p>Display V-3</p> </div>	<div data-bbox="462 304 950 1633" data-label="List-Group"> <ol style="list-style-type: none"> 3. The National Highway Traffic Safety Administration sponsored research to identify the most common and reliable initial indicators of DWI. <ol style="list-style-type: none"> a. Research identified 100 cues, each providing a high probability indication that the driver is under the influence. b. The list was reduced to 24 cues during three field studies involving hundreds of officers and more than 12,000 enforcement stops. c. The driving behaviors are presented in four categories: <ol style="list-style-type: none"> (1) Problems in maintaining proper lane position. [P=.50-.75] (2) Speed and braking problems. [P=.45-.70] </div>	<div data-bbox="1000 304 1404 373" data-label="Text"> <p>ANACAPA Sciences, DOT HS 808 654, 1997.</p> </div> <div data-bbox="1000 514 1409 651" data-label="Text"> <p>The cues presented in these categories predict a driver is DWI at least 35 percent of the time.</p> </div> <div data-bbox="1000 724 1385 861" data-label="Text"> <p>Generally, the probability of DWI increases substantially when a driver exhibits more than one of the cues.</p> </div> <div data-bbox="1000 898 1404 1108" data-label="Text"> <p>Note: There is a brochure published by NHTSA that contains these cues. The title is "The Visual Detection of DWI Motorists" DOT HS 808 677.</p> </div> <div data-bbox="1000 1249 1377 1528" data-label="Text"> <p>Weaving Weaving across lane lines Straddling a lane line Swerving Turning with a wide radius Drifting Almost striking a vehicle or other object</p> </div> <div data-bbox="1000 1564 1425 1806" data-label="Text"> <p>Stopping problems (too far, too short, or too jerky) Accelerating or decelerating for no apparent reason Varying speed Slow speed (10+ mph under limit)</p> </div>


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	<p data-bbox="565 304 885 373">(3) Vigilance problems. [P=.55-.65]</p> <p data-bbox="565 724 909 793">(4) Judgement problems. [P=.35-.90]</p> <p data-bbox="516 1144 941 1213">d. The research also identified 10 post stop cues. [P > .85]</p>	<p data-bbox="1003 304 1421 688">Driving in opposing lanes or wrong way on one way Slow response to traffic signals Slow or failure to respond to officer's signals Stopping in lane for no apparent reason Driving without headlights at night Failure to signal or signal inconsistent with action</p> <p data-bbox="1003 724 1429 1108">Following too closely Improper or unsafe lane change Illegal or improper turn Driving on other than designated roadway Stopping inappropriately in response to officer Inappropriate or unusual behavior (throwing objects, arguing, etc.) Appearing to be impaired</p> <p data-bbox="1003 1144 1425 1774">Difficulty with motor vehicle controls Difficulty exiting the vehicle Fumbling with driver license or registration Repeating questions or comments Swaying, unsteady, or balance problems Leaning on the vehicle or other object Slurred speech Slow to respond to officer/ officer must repeat Provides incorrect information, changes answers Odor of alcoholic beverage from the driver</p>


Aids	Lesson Plan	Instructor Notes
<div data-bbox="186 302 316 422" data-label="Image"> </div> <div data-bbox="186 688 354 777" data-label="Image"> </div> <div data-bbox="180 823 363 861" data-label="Text"> <p>Display V-4</p> </div> <div data-bbox="180 1894 368 1929" data-label="Page-Footer"> <p>HS 178 R2/06</p> </div>	<div data-bbox="505 302 954 371" data-label="List-Group"> <ul style="list-style-type: none"> e. Explanation and illustration of the 24 detection cues. </div> <div data-bbox="422 405 933 512" data-label="Section-Header"> <p>C. Initial Observations: Visual Cues of Impaired Vehicle Operation (Motorcycles)</p> </div> <div data-bbox="456 546 946 1806" data-label="List-Group"> <ol style="list-style-type: none"> 1. Research has identified driving impairment cues for motorcyclists. <ol style="list-style-type: none"> a. Excellent Cues (50% or greater probability) <ul style="list-style-type: none"> o Drifting during turn or curve o Trouble with dismount o Trouble with balance at a stop o Turning problems (e.g., unsteady, sudden corrections, late braking, improper lean angle) o Inattentive to surroundings o Inappropriate or unusual behavior (e.g., carrying or dropping object, urinating at roadside, disorderly conduct, etc.) o Weaving b. Good Cues (30 to 50% probability) <ul style="list-style-type: none"> o Erratic movements while going straight </div>	<div data-bbox="990 302 1325 371" data-label="Text"> <p>Show video. Allow 16.2 minutes.</p> </div> <div data-bbox="990 546 1408 615" data-label="Text"> <p>ANACAPA Sciences, DOT HS 807 839, 1993.</p> </div>

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	<ul style="list-style-type: none"> o Operating without lights at night o Recklessness o Following too closely o Running stop light or sign o Evasion o Wrong way <p>2. Relationship of Visual Cues to impaired divided attention capability.</p> <p>a. Driving is a complex task, composed of many parts:</p> <ul style="list-style-type: none"> o steering o controlling accelerator o signaling o controlling brake pedal o operating clutch (if applicable) o operating gearshift (if applicable) o observing other traffic o observing signal lights, stop signs, other traffic control devices o making decisions (whether to stop, turn, speed up, slow down, etc.) o many other things 	<p>Point out that it is important to understand how the effects of alcohol are exhibited in driving, so that officers can recognize the significance of their visual observations.</p> <p> Ask participants to name the various parts of the driving task. List them on the chalkboard as they are named.</p>

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 <p>Display V-5</p>	<ul style="list-style-type: none"> b. In order to drive safely, a person must be able to divide attention among all of these various activities. c. Under the influence of alcohol or many drugs, a person's ability to divide attention becomes impaired. d. The impaired person tends to concentrate on certain parts of driving, and to disregard other parts. e. Some of the most significant evidence from all 3 phases of DWI detection can be related directly to the effects of alcohol and/or other drugs on divided attention ability. 	<p>Example: Person stops at a green light (scene from previous video.)</p> <ul style="list-style-type: none"> o Alcohol has impaired ability to divide attention. o Driver is concentrating on steering and controlling the accelerator and brake. o Does not respond to the particular color of the traffic light. <p>Point out that the concept of divided attention is especially important during personal contact with DWI suspects and during pre-arrest screening of them.</p> <p>NOTE: Show video first. Use slide for review. Allow 12 minutes.</p>
  <p>20 Minutes</p>  <p>Display V-6</p>	<p>D. Initial Cues, Recognition and Description</p> <ul style="list-style-type: none"> 1. The task of making initial observations of vehicle operation is the first step in the job of DWI detection. 	


Aids	Lesson Plan	Instructor Notes
<div data-bbox="191 304 354 388">  </div> <p data-bbox="191 409 354 441">Display V-7</p>	<ol style="list-style-type: none"> <li data-bbox="462 304 950 682"> <p>2. Proper performance of that task demands two distinct but related abilities:</p> <ol style="list-style-type: none"> <li data-bbox="511 451 950 546">a. Ability to recognize evidence of alcohol and/or other drug influence. <li data-bbox="511 588 950 682">b. Ability to describe that evidence clearly and convincingly. <li data-bbox="462 724 950 997"> <p>3. It is not enough that a police officer observe and recognize symptoms of impaired driving. The officer must be able to articulate what was observed so that a judge or jury will have a clear mental image of exactly what took place.</p> <li data-bbox="462 1039 950 1491"> <p>4. Improving the ability to recognize and clearly describe observational evidence requires practice.</p> <ol style="list-style-type: none"> <li data-bbox="511 1218 950 1312">a. It isn't practical to have impaired drivers actually drive through the classroom. <li data-bbox="511 1354 950 1491">b. The next best thing is to use film (video) to portray typical DWI detection contacts. <li data-bbox="462 1533 950 1732"> <p>5. Procedures for practicing cue recognition and description.</p> <ol style="list-style-type: none"> <li data-bbox="511 1638 950 1732">a. All participants view brief video segments illustrating possible DWI violations. 	<p data-bbox="998 724 1421 892">Emphasize that observational evidence is of little value if the officer cannot make the judge or jury "see" what the officer saw.</p> <p data-bbox="998 1638 1421 1774">Make sure all participants understand the procedures that will be followed during the practice sessions.</p>


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	<ul style="list-style-type: none"> b. Following the video segment, a few minutes will be given to allow all participants to write notes on what was observed. c. One or more participants will be called forth to "testify" concerning what was observed. d. Class will critique the "testimony" in terms of how clearly and convincingly it conveys what was actually observed. e. Goal is to choose words carefully and provide as much detail as necessary, to construct an accurate mental image of the observations. <p>6. Video Segment No. 1 ("Leaving the Shopping Center")</p> <p>7. Testimony of Video Segment No. 1. ("Leaving the Shopping Center")</p> <ul style="list-style-type: none"> a. Key points to be elicited: <ul style="list-style-type: none"> o Weather/traffic conditions o Overshoots stop sign o Makes wide right turn 	<p>Hand out copies of the standard note-taking guide.</p> <p>Emphasize that participants are to use the guide to compile notes on their observations of the film segments.</p> <p>Emphasize that the purpose of the critique is not to embarrass anyone, but rather to help everyone become more skilled at providing clear, descriptive testimony.</p> <p>Show Video Segment #1.</p> <p>Allow two minutes for participants to compile notes.</p> <p>Select a representative student to come forward and "take the witness stand," facing the class.</p> <p>Elicit testimony as follows: "Officer, you have been sworn. Please tell the court exactly what you observed at the time and place in question.</p> <p>Allow the participants to refer to their notes, if so desired.</p>


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	<ul style="list-style-type: none"> o Causes bicyclist to swerve 	<p>When student completes testimony ask: "Officer, do you have anything else to add?"</p> <p>Once student indicates that there is nothing further to add, ask the class to comment on the clarity and completeness of the testimony, and to add any important details that were left out.</p> <p>Continue to prompt the class to offer comments until all of the key points have been notes.</p> <p>If so desired and appropriate, repeat the showing of Video Segment No. 1 to point out the key details.</p>
	<p>8. Video Segment No. 2 ("The Red SUV")</p> <p>9. Testimony on Video Segment No. 2.</p> <p>a. Key points to be elicited:</p> <ul style="list-style-type: none"> o Weather/traffic conditions o Wrong directional light on o Sits on green arrow o Turns on red light o Cuts turn short 	<p>Show Video Segment #2. Allow two minutes for participants to compile notes.</p> <p>Select a representative student to come forward to "testify".</p> <p>Allow student to refer to notes.</p> <p>Probe for any additional details, or more descriptive language, in the testimony.</p> <p>Solicit comments from the class.</p> <p>Stress the importance of the particular words used to describe the subject vehicle's motion.</p>

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<div data-bbox="232 947 302 1016"></div> <div data-bbox="191 1039 337 1071">5 Minutes</div> <div data-bbox="207 1360 370 1444"></div> <div data-bbox="191 1459 360 1491">Display V-8</div>	<ul style="list-style-type: none"> o Right wheels leave roadway o Drifts first to left then right o Crosses center line o Slow response to stop command <p>E. Typical Reinforcing Cues of the Stopping Sequence</p> <ol style="list-style-type: none"> 1. After the command to stop is given, the alcohol impaired driver may exhibit additional important evidence of DWI. 2. Some of these cues are exhibited because the stop command places additional demands on the driver's ability to divide attention. <ol style="list-style-type: none"> a. The signal to stop creates a new situation to which the driver must devote some attention. 	<p>Point out that words such as "swerving," "drifting," etc., convey a powerful and clear mental image of how the vehicle moved, while terms such as "erratic," "abnormal," etc., are essentially non-descriptive.</p> <p>Point out that it is permissible and desirable for the officer to use hand movements, along with verbal testimony, to convey clearly how the vehicle moved.</p> <p>If desired and appropriate, repeat the showing of video segment #2.</p> <div data-bbox="1000 1119 1062 1199"></div> <p>Ask participants to suggest possible cues that might be observed <u>after</u> the stop command that might reinforce the initial suspicion of DWI.</p> <p>Point out here the dangers inherent with fleeing operators. If time allows, review agency's pursuit policy.</p> <p>i.e., emergency flashing lights, siren, etc., demand and divert the suspect's attention.</p>
HS 178 R2/06	V-12	

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<div data-bbox="186 1115 354 1199" data-label="Image"> </div> <div data-bbox="180 1243 363 1281" data-label="Text"> <p>Display V-9</p> </div> <div data-bbox="232 1365 300 1434" data-label="Image"> </div> <div data-bbox="180 1451 358 1486" data-label="Text"> <p>20 Minutes</p> </div> <div data-bbox="180 1892 368 1927" data-label="Page-Footer"> <p>HS 178 R2/06</p> </div>	<div data-bbox="454 300 953 1350" data-label="List-Group"> <ul style="list-style-type: none"> b. Signal to stop requires the driver to turn the steering wheel, operate the brake pedal, activate the signal light, etc. c. As soon as officer gives the stop command, the suspect's driving task becomes more complex. d. If suspect is under the influence, the suspect may not be able to handle this more complex driving very well. <p>3. It is the officer's responsibility to capture and convey the additional evidence of impairment that may be exhibited during the stopping sequence.</p> <ul style="list-style-type: none"> a. Requires ability to recognize evidence of alcohol and/or other drug influence. b. Requires ability to describe that evidence clearly and convincingly. </div> <div data-bbox="422 1383 953 1455" data-label="Section-Header"> <p>F. Initial and Reinforcing Cues Recognition and Description</p> </div> <div data-bbox="454 1488 938 1732" data-label="List-Group"> <ul style="list-style-type: none"> 1. Procedures for practicing cue recognition and description. <ul style="list-style-type: none"> a. The next two video segments combine all three elements of DWI Detection Phase One. </div> <div data-bbox="773 1892 842 1927" data-label="Page-Footer"> <p>V-13</p> </div>	<div data-bbox="987 684 1424 858" data-label="Text"> <p>Emphasize that turning on the patrol vehicle's emergency lights creates a simple test of the suspect's driving impairment.</p> </div>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> b. Each segment begins with the initial observation of the vehicle in operation. c. In each segment, the decision to stop the vehicle is made. d. Each segment concludes with the observation of the stop. e. Following each segment, a few minutes will be given to allow participants to gather thoughts and compile notes. f. Participants will be called upon to "testify" concerning what was observed, both prior to and after the stop command. g. Class will constructively critique the "testimony." <ul style="list-style-type: none"> 2. Video Segment No. 3. ("The Sliding Sports Car"). <ul style="list-style-type: none"> 3. Testimony on Video Segment No. 3. <ul style="list-style-type: none"> a. Key points to be elicited concerning observations <u>prior</u> to the stop command: 	<p>Standard note-taking guide to be used to compile notes.</p> <p>Make sure all participants understand the procedures.</p> <p>Show Video Segment #3.</p> <p>Allow two-three minutes for the participants to compile notes.</p> <p>Select a representative student to come forward to "testify".</p> <p>Allow participants to refer to notes.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Weather/traffic conditions/road surface o Vehicle skids past stop sign o Vehicle makes wide right turn o Vehicle stops abruptly <p>b. Key points to be elicited concerning observations <u>subsequent</u> to the stop command:</p> <ul style="list-style-type: none"> o Subject vehicle pulls sharply onto grass (front wheels on grass) shoulder. o Abruptly veers onto the shoulder (without signaling) and makes hard, quick stop. o Parks at angle to roadway. 	<p>Instruct participants as follows: "Officer, first tell us exactly why you signaled the driver to stop." Make sure student confines this stage of testimony strictly to what was observed prior to the stop command.</p> <p>Next, instruct as follows: "Officer, now tell us exactly what you observed after you turned on the patrol vehicle's emergency lights."</p> <p>Solicit class comments concerning details or possible improvements to the student's testimony.</p> <p>If desired and appropriate, repeat the showing of video segment #3.</p>
	<p>4. Video Segment No. 4. ("The Impatient Driver")</p> <p>5. Testimony on Video Segment No. 4.</p> <p>a. Key points to be elicited concerning observations <u>prior</u> to the stop command:</p>	<p>Show Video Segment #4.</p> <p>Allow two-three minutes for the participants to compile notes.</p> <p>Select a representative student to come forward to "testify".</p> <p>Allow student to refer to notes.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Weather/traffic conditions/road surface o Turn signal light turns red. o Vehicle pulls around stopped vehicle, makes improper turn. o Turns through red turn light without signaling. b. Key points to be elicited concerning observations <u>subsequent</u> to stop command: <ul style="list-style-type: none"> o Slow response to the stop command (travels approximately 500 yards before stopping). o Weaving in lane and across centerline. 	<p>Instruct student to testify first concerning everything observed prior to the stop command, and then to everything observed after the stop command.</p> <p>Solicit class comments concerning details or possible improvements to the student's testimony.</p> <p>If desired and appropriate, repeat the showing of video segment #4.</p>
	<p>6. Video Segment No. 5. ("Half In The Bag")</p> <p>7. Testimony on Video Segment No. 5.</p> <ul style="list-style-type: none"> a. Key points to be elicited concerning observations <u>prior</u> to the stop command: <ul style="list-style-type: none"> o Weather/traffic conditions. o Fail to stop for stop sign. o Cuts turn short. 	<p>Show Video Segment #5.</p> <p>Allow two-three minutes for the participants to compile notes.</p> <p>Select a representative student to come forward to "testify".</p> <p>Allow student to refer to notes.</p> <p>Instruct student to testify first concerning everything observed prior to the stop command, and then to everything observed after the stop command.</p>

Aids	Lesson Plan	Instructor Notes
	<ul style="list-style-type: none"> o Passenger throws trash at road sign. b. Key points to be elicited concerning observations <u>subsequent</u> to stop command: <ul style="list-style-type: none"> o Slow response to the stop command. 	

TEST YOUR KNOWLEDGE

INSTRUCTIONS: Complete the following sentences.

1. The Phase One tasks are _____

2. Two common symptoms of impairment are:
 - a. _____
 - b. _____
3. Alcohol impairs the ability to _____ among tasks.
4. Three cues reinforcing the suspicion of DWI which may be observed during the stopping sequence are:
 - a. _____
 - b. _____
 - c. _____